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ABSTRACT

One of 10 publications from a long-range vocational education planning project, this report presents the results of exploring the feasibility and need for a doctoral program in education planning. Three models were developed: (1) The first is based on a competency approach, designed to use those professional experiences that would help bring the candidate from a known level of competency to a needed level of competency, (2) the second follows the traditional approach, requiring a major, a cognate, a minor, and a research competency, culminating in a dissertation, (3) the third follows the overall outline of the second but the major and minor would come from specific departments, and a computer skill area would also be required. A complete description of the University of Toronto's degree requirements in the field of planning and the corresponding program of study are appended. Course descriptions of vocational education planning courses offered at Michigan State University are also appended. (BL)

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A PH.D PROGRAM FOR VOCATIONAL EDUCATION

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EDUCATION & WELFARE
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ACKNOWLEDGMENT

The preparation of this report was a team effort of the staff of the Long-Range Vocational Education Planning Project of the Middle Cities Education Association. Ideas and information were gleaned from numerous sources by everyone involved and then synthesized at regular staff meetings before finally being assimilated by those principally responsible for the completion of particular chapters or sections. The various authors and their more specific responsibilities in the preparation of the publication are described below.

Richard Featherstone, Ph.D., is a professor of Administration and Higher Education at Michigan State University with a long-standing interest and expertise in the planning of education systems. He has been a research fellow at the NCHEMS and is the former chairman of the Department of Administration and Higher Education in the College of Education at Michigan State University. He spent many years as the chief administrative officer of urban school systems before becoming a professor. Dr. Featherstone acted as a faculty consultant to the project throughout its eighteen-month duration and served to educate all involved to the theory and practice of education planning while making specific contributions to several of the project products. Dr. Featherstone had primary responsibility for the background study and authorship of the Ph.D. program plan.

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Other members of the project team who played important roles in the formulation of all aspects of the project include the following. Paul J. Kriz, Ph.D. and Albert Lynd, Ph.D. played important research roles in the areas of finance and personnel respectively. John R. Martin, Ph.D., Clifford Jump, Ph.D., and Milton Miller acted as field interns to the project and each undertook a component of the research. David Unnewehr contributed to the editing of nearly all project products. Stephany Tornatzky concentrated on the community input to vocational planning. Judy K. Pfaff was a computer programming specialist for the project. Thomas E. Johnston focused on the concern of the unemployed and underemployed. Jeffrey Crause focused on labor market boundaries. Paul Stuhmer completed the systems work for the

project. Donald Hanna looked at student interest projections, and Scott Ramsey accomplished much of the computer programming.

Mary Guile was responsible for bookkeeping and office administration for the team effort.

A PH.D. PROGRAM FOR VOCATIONAL EDUCATION

Introduction

In their decision making, educational administrators are often accused of reacting to the forces within society rather than following educational plans. In effect, "crisis administration" and "putting out fires" are phrases used to describe the tasks of the educational administrator. Curiously, the "crisis" and "fire" phrases may be used as an argument for needing planning in educational administration. It is believed that planning can reduce the number of crises the administrator faces and a reduction in crises could mean better education for children. In addition, there is no difficulty in finding authors that expound the need for planning as part of the educational administrator's responsibilities.¹ Even though the arena within which the educational administrator works is fraught with political and social pressures that make planning difficult, it may be that the possible solutions to the pressures will come from well developed educational plans. Moreover, the current dark economic picture and predicted economic forecasts for education may force the educational administrator into long-range planning procedures. The administrator, currently faced with inadequate funding, has to meet increasing costs of inflation. Thus, the administrator is forced to search for ways to produce more education for less real money. It is entirely possible that one way to deal with the bleak economic picture is to develop short and long-range planning procedures. Well developed plans may provide the administrator with options from which the most desirable and economical alternatives can be adopted.

¹ See review of the literature and bibliography.

Assuming that educational administrators are aware of the need for short and long-range planning, it is also fair to assume that some training in planning techniques is needed to produce the new administrator planner or retread the experienced administrator. In either event, it may be assumed that the American university, in cooperation with appropriate organizations, is the national institution best able to provide advanced training for the individual interested in educational planning. However, the development of an advanced degree program should not be taken lightly. A new training program for planners should be based on a careful study of the problems related to the planning function.

The Problem

In the design of a model advanced degree (Ph.D. or Ed.D) program with emphasis on educational planning, several questions need to be answered. The questions are:

1. What are the job opportunities for the holder of an advanced degree with emphasis on educational planning?
2. What discipline(s) should provide the primary base for the program?
3. What discipline(s) should be included in the educational experiences of the candidates?
4. What and how much computer and/or statistical knowledge does an educational planner need?
5. What type of measurement training (evaluation) is needed by the educational planner?
6. What importance should externships and/or internships play in the program?

In order to obtain responses to the questions posed, the writer completed two tasks. The first task was a search of the literature for publications that

might relate directly to advanced degree program development. In accomplishing this task, an ERIC search covering a five-year period was completed. In addition, a search of Dissertation Abstracts for the years 1970-75 was completed.

The second part of the work involved identifying and interviewing educational administrators with prime responsibility for educational planning. This part of the task became somewhat difficult because all educational administrators contacted claimed to have a responsibility for planning. Yet in only a few instances was planning a function mentioned in the administrators job title or job description. Three individuals were identified that had "planning" identified as part of their responsibility or, in one case, had developed a planning division within the educational district. The individuals selected were also representative of three levels of administration, i.e., the state, the intermediate district, and the local school district. The following individuals responded to questions relating to educational planning and planners:

1. Dr. Phillip Hawkins -- Special Assistant for Planning, Michigan State Department of Education
2. Dr. Lawrence Schlack -- Superintendent of Barry County, Michigan
3. Dr. Robert Chamberlain -- Associate Superintendent for Planning and Support Services, Lansing, Michigan

The results of the review of literature and the interviews follow:

The Review of the Literature

The ERIC search and an examination of dissertation abstracts were negative. No specific advanced degree program literature relating to educational planning was identified. One document that was accidentally discovered provided a detailed description of an advanced degree in educational planning given by the Ontario Institute for Studies in Education in cooperation with the University of Toronto. A complete description of the Ontario degree requirements and

program of study is given in Appendix 1. Many excellent references to planning that might be used to derive answers to the questions relating to planning were identified. A few of these, with a brief comment, follow. A more complete bibliography will be found at the conclusion of this paper.

Educational Systems Planning, Roger A. Kaufman, Prentice Hall, Inc., Englewood Cliffs, N.J., 1972. The systems approach to education with emphasis in determining needs and analysis.

Putting MIS to Work, Norman L. Enger, American Management Association, 1969, 250 pp. Primarily aimed at controlling MIS systems. Special emphasis on security, error control and computer reliability.

The Time Trap, R. Alec Machengie, AMACOM, 1972, 595 pp. An excellent chapter on individual planning.

University Planning Office, An Overview, Mimeographed, University of Wisconsin-Stout, September 1974. A description of the planning process used at U-W at Stout. A planning system is described. Positive descriptions are given.

Planning -- Universities, prepared by a task force with director and staff assistance by the Ohio Board of Regents, July 1, 1973. A well developed document on planning programs. Starts with definition and finishes with plans and products of the process.

A Guide to the University Planning Process, University of Houston, January 1970. A well designed planning process. Process is based on the goals/objectives approach and has design for costing and budget development.

Long-Range Planning for Public Community and Junior Colleges, Fred L. Wellman, Mimeographed, June 1973. A description of task force work in Illinois relating to the development of a plan for planning.

Selected References in Educational Planning, Susan Choi and Richard Cormish,

Santa Clara County Component, 100 Skypost Drive, San Jose, Calif. 95110, June 1975. Contains 81 references to planning. Articles and publications on building planning through futurisms.

Implementation of Continuous Planning and Coordination of Postsecondary Education Within the Michigan Department of Education, Mimeographed, Michigan Department of Education, Lansing, Michigan, August 1973. A description of the goals and responsibilities of the State Board of Education, State of Michigan.

A Long-Range Planning Model for Colleges and Universities, Satish B. Parekhi, Phelps-Stokes Funds, 10 East 87th St., New York, New York, 10028, 1975. A very complete model for long-range planning in institutions of higher education.

Quality Education, L. Richard Muth, Jossey-Bass Publishers, San Francisco, 1974, 206 pp. The development of cost analysis of instructional areas as a tool for decision making.

Interviews with Professionals Engaged in Educational Planning

The three professionals, previously identified, were asked the following questions:

1. Are there jobs for the graduate of a Ph.D. or Ed.D. program in educational planning? If so what are the titles and possible locations (state, local, intermediate districts) of these positions?
2. What discipline(s) should be the home base for educational planning advanced degree programs? Why?
3. What disciplines may contribute to the knowledge base for an educational planner? Why?
4. To what degree is an extensive statistical knowledge important to the educational planner? Why?
5. To what degree is an extensive measurement (evaluation) knowledge important to the educational planner? Why?

6. To what degree is an extensive computer knowledge important to the educational planner? Why?
7. How important are internships and/or externships to the candidate for advanced degree programs in educational planning? Why?
8. What background of experience should a potential educational planner have? Specifically, should the candidate meet the minimum requirement for administrative (educational) employment in state supported institutions.

A summary of the responses to these questions by the three professionals follows:

1. Jobs -- if so titles and locations

All three of the professionals responded with a definite affirmative answer. They were of the opinion that jobs would be available at all levels (state, local and regional) school districts. However, they believed that only the larger (middle cities) local districts would support a separate planning office. The smaller districts would accomplish planning by assigning additional duties to already employed administrators. In addition, one professional was of the opinion that the school district positions could be thought of in two ways. The first would be an assignment specifically at the operational level of the school district, with definite duties and powers relating to educational planning, and the second would be a position related to educational research, with planning as one outcome of the research responsibility.

2. What discipline -- home base -- why?

One professional did not have a comment to this question. The other two identified the typical departments of a university responsible for educational administration as being the most logical location for the program. Why?

They believed the departments producing educational administrators are the logical places to add specific training for planning in education because the administrator is normally responsible for the outcomes of the planning function. Further, the experience background of the administrator is the logical one for planning.

3. What disciplines contribute? Why?

Educational administration, urban planning, sociology, were mentioned by all three professionals. Two suggested that communications and management skills would be of value. One suggested the need for some work in the politics of education and history of education. Why? These suggested disciplines include theory of administration, research practices, financial planning, theories of organization and demography, concepts that are very important to the planner.

4. To what degree -- statistics. Why?

The three professionals seemed to agree that a "reading knowledge for understanding is valuable," and that a deep knowledge would be nice but not essential. Two individuals explained that they had staff that were very knowledgeable in the statistical area and that when complicated statistics techniques were needed the staff person was available to provide the competency.

5. To what degree-- measurement (evaluation). Why?

The responses ranged from "important and here to stay" to "OK" -- but not "essential." One of the interviewers said "the competence of statistics, measurement and computer skills are used by the planner and are available from specialists when needed. It is silly to expect the educational planner to be an expert in all things."

6. To what degree -- computer knowledge. Why?

The response to this question was very similar to those given in questions 4 and 5. In summary, computer skills were thought of as "nice but

not essential."

7. How important -- externship or internship. Why?

The response to this question was a unanimous "very important." All three professionals saw the externship or internship as being an essential part of the training of the educational planner. Why? One said, "The only way to obtain insight into the complexity of the planner's world is to work in the school operation at different levels." Another commented that "a fair amount of theoretical and conceptual material should precede a required internship." One of the individuals remarked, "terribly important but should be broader than education -- should include city government, industry, state departments of education, county or regional level experience "

8. What background of experience should a candidate have?

The responses ranged from "teaching and/or administrative experience in school districts is important" to "anyone with a commitment is all right. One specific suggestion related to experience with "innovative educational projects" as being a good basis for studying educational planning. In another response the professional said, "I'm not satisfied with specialists in urban planning who have only emphasis on modeling -- particularly those that can deal only with controllable variables." The inference was that individuals without an understanding of the arena of educational planning, where uncontrollable variables are constant, can add little to practical planning.

From the review of literature and the comments of the professionals it is possible to develop a group of assumptions that can be used to derive a structure for models of advanced degree programs with emphasis on educational planning.

Assumptions

The assumptions which follow have been developed by reviewing literature relating to educational planning and interviewing three professional administrators who have planning responsibilities in educational enterprises. The assumption is presented and underlined. Following the assumption is a brief explanation supporting the assumption.

1. There will be employment opportunities for holders of advanced degrees with emphasis on educational planning. The product of a well-designed advanced degree program with emphasis in educational planning will probably find such employment opportunities as:

- a. Chief Planner -- K-12 school district
- b. Vice President for Planning -- community colleges
- c. Head of Planning Department -- state departments of education
- d. Professor -- departments of educational administration
- e. Head of Planning Division -- universities
- f. Educational Planner -- intermediate or regional districts

The number of new positions available will probably be in the hundreds. However, many of the planning responsibilities probably will be assigned to current administrators as an additional part of their regular assignments.

2. The home base for a degree program with emphasis on educational planning should be the department offering subject matter relating to educational administration. Many of the products of the program will be employed at the administrative level in the K-12 and regional districts. Some will be employed in state departments of education, and a few may be employed in colleges and universities. Many of the candidates will have the basic certificate to meet state requirements for employment as administrators in public enterprises. Those without certificates may have to use part of their program to gain certification. For those candidates planning to

work in postsecondary education, the certification is not necessary, and they may wish to take their work in departments offering degrees in higher education.

3. The program should be designed to take advantage of existing and new educational experiences offered on a multi-disciplinary basis. A perusal of one university's catalog indicates many possible educational experiences that would probably add to a candidate's competency as a planner. Regardless of the student's major, these offerings are usually available to graduate students meeting the prerequisites. Some of the disciplines offering coursework of interest to the educational planner candidate are: educational administration, urban planning, management, political science, sociology and psychology.
4. The program should be fabricated from existing program structure and be an area of emphasis within educational administration and/or higher education. There seems to be little basis for the development of a totally new degree pattern. Instead, by arranging existing courses from different departments in a meaningful program the Ph.D. or Ed.D. degree in educational planning can be developed. It is anticipated that candidates graduating from this program will have a well-rounded knowledge of general administrative theory and practice.
5. The graduate from this program should have a basic knowledge of statistical methods, prediction, measurement and computer operation. The key phrase in this assumption is basic knowledge. The writer means that the candidate must be able to read and understand basic statistical material -- be able to understand prediction methods -- have a minimum of knowledge about evaluation and understand the basic elements of computer operations.

6. The program should include a field (externship or internship) experience as a substantial part of the educational experience. There should be a set of experiences that forces the candidate to try to put theory into practice. One of the requirements for the degree should be assignments to some planning office where the candidate works under the direction of a clinical professor.

It is possible to construct models of an advanced degree program for educational planners from the assumptions presented. However, there are some limitations and conditions that should be examined before constructing the model.

Limitations

The models are constructed from a derived process using a set of basic assumptions. Not all readers would draw the same set of assumptions from the reading and the interviews. Thus, the study may be considered to be limited by the process that was chosen.

Delimitations

The material gathered from the practitioners was obtained by interviewing only professional educators who had specific planning functions as part of their responsibilities or as part of their titles. Individuals who claimed that planning is part of all education administrators responsibility were not included in the interview process. The decision to confine the population as indicated above drastically restricted the number of persons to be interviewed.

General Conditions

All graduate schools have some set of conditions relating to the admission of students and the earning of degrees. Thus the writer believes that at least two of the conditions are imposed from the beginning of the project. These conditions are:

1. The candidate applying for admission to graduate programs must meet all the administrative requirements of the university (graduate school) the college and the departments involved.
2. The candidate must meet all program requirements of the university (graduate school), the college and departments offering the degree.

Usually, program requirements have some degree of flexibility and provide the program committee and the candidate with options that allow for unique programs befitting the students present competency and needs.

The major elements of the models have been extracted from the offerings of one large state university, in this, Michigan State University. However, there are reasons that make the use of one university as a model feasible. First, accreditation organizations in the United States are powerful groups and the general standards of these groups are interpreted by the various university faculties within a very narrow conceptual range. The results of this interpretation are similar degree program requirements in the various departments of the many universities. In addition, national professional organizations influence the number and type of course offerings available in universities. Thus, in some ways, the influence of the professional organization means similar offerings in the various universities.

Models of Ph.D./Ed.D. Programs with Emphasis on Educational Planning

At least three models may be drawn from the assumptions. The first model is broad in scope and is based on a competency approach. In other words, candidates would be pre-tested in order to identify their level of competency at the beginning of the program. The results of the test would be used to build a set of educational experiences that would help the candidate grow to meet expected standards. Such a program would be constructed from a variety of offerings and would be designed to meet the individual's needs. If a competency-based program were to be developed, the constraint of specified

hours per category (major-cognate-research, etc.) would not exist. Instead the program would be designed to use those educational experiences that would help bring the candidate from a known level of competency to a needed level of competency. Such a program might have only one-hour constraint -- the dissertation. A specific number of hours might be required for the research phase of the degree. Such a model might include:

Model I

Select from the following list the appropriate courses and educational experiences that are needed by the candidate to become a competent educational planner.

1. Extern and/or internships
2. Courses by department as follows²:

Educational Administration

- ED 950 Theory
- ED 951 Community Relation
- ED 952 Finance
- ED 953 Law
- ED 954 Planning Educational facilities
- ED 955 Personnel administration
- ED 882 Planning in education
- ED 982 Planning workshop
- ED 984 Field experience

Urban Planning

- UP 810 Theory of Planning
- UP 461A Comprehensive planning
- UP 461B Comprehensive planning
- UP 461C Comprehensive planning
- UP 801A Urban design
- UP 801B Metropolitan regions
- UP 801C Urban renewal
- UP 802 Urban planning methods

Research & Computers

- ED 869 Advanced research methods
- ED 969B Advanced quantitative methods
- ED 969C Experimental design
- ED 967 Advanced research methods
- UP 820 Research methods in urban planning
- UP 899 Research (urban planning)
- ED 882 Computer in research
- ED 882 Computer in administration

² Course descriptions may be found in Appendix II. Further, all hours used in the models are term or quarter hours.³

Business Law, Insurance and Office Administration
886 Seminar in insurance problems

Communication

- 815 Organizational communication
- 820 Communication theory and process
- 828 Cross-cultural communication

Economics

- 406 Public expenditure: theory and policy
- 407 Public revenues
- 408 State and local finance

Education

- 804A History of education
- 804B Higher Education in U.S.
- 965C Evaluation in Higher Education
- 982 Management science in higher education
- 982 Administration of the department

Labor & Industrial Relations

- 823 Organizational behavior in higher education
- 825 Employee compensation & incentives
- 826 Organizational development
- 841 Collective bargaining in public employment
- 865 Grievance administration & arbitration

Management

- 806 Organization and administration
- 810 Personnel management
- 813 Human relations in management

Political Science

- 800 Seminar in political theory
- 810 Proseminar in public administration
- 830 Proseminar in political organization and behavior

Sociology

- 401 Sociology of education
- 420 Dynamics of population
- 428 Contemporary communication
- 431 Comparative urban sociology

Model II (major in educational administration)

A rather traditional approach to the design of a model Ph.D. program for the educational planner would follow the usual Ph.D. sequence and yet provide for substantive flexibility in course work. The program would include:

1. A substantial amount of work from the doctoral level courses of educational administration - 24-30 hours
2. A work from a cognate area = 12 hours

3. A research competency (including computer) = 12-16 hours
4. The dissertation = 36 hours

Major

The Department of Administration and Higher Education should be the primary base for the candidates. Basically, all graduates of the program should have knowledge about the theory of administration (ED 950); community relations (ED 951); educational finance (ED 952); educational law (ED 953); planning educational facilities (ED 954); and personnel administration (ED 955). In addition, knowledge of specific planning process (ED 882, planning procedures) and a planning workshop (ED 982, planning workshop), added to a practical field experience, would represent a major in educational planning. The candidate would be expected to take from twenty-four (24) to thirty (30) hours in the major.

The Cognate Area

Although there may be more than one cognate area, the most logical one is to be found in the Department of Urban Planning. The UP 461 series in comprehensive planning and the 801 series relating to urban design, metropolitan regions and urban renewal should be valuable cognitive experience. The theory of the planning process (UP 810A) and urban planning methods (UP 802) are relevant to the educational planner. The candidate should take from twelve (12) to eighteen (18) hours in the cognate.

The Research Competency

Substantive material may be found in two departments. Offerings of the Department of Counseling, Personnel Services and Educational Psychology include quantitative methods (ED 869), advanced research methods (ED 967), advanced quantitative methods (ED 969B), and experimental design (ED 969B). Urban planning has two courses that seem relevant: research methods in urban planning (YP 814 & 815) and research problems (UP 899). Computer sciences offers infor-

mation theory (CS 411) and there are two courses offered by guidance and personnel services (ED 882) that are basic to the planning knowledge of computer use. The candidate is expected to complete twelve (12) to eighteen (18) hours in the research competency.

The Dissertation

Thirty-six hours of dissertation credit is required, and the dissertation must be directly related to the major of educational planning. Model II would include a minimum of 84 term hours and a maximum of 94 term hours of program work.

A typical program would be developed from:

<u>Major</u>	<u>Hours</u>
Educational Administration	
ED 950 Theory	3
ED 951 Community relation	3
ED 952 Finance	3
ED 953 Law	3
ED 954 Planning educational facilities	3
ED 955 Personnel administration	3
ED 882 Planning in education	e
ED 982 Planning workshop	3
ED 984 Field experience	3
	<u>27</u>
<u>Cognate³</u>	
UP 810 Theory of planning	3
UP 461A Comprehensive planning	4
UP 461B Comprehensive planning	4
UP 461C Comprehensive planning	4
UP 801A Urban design	5
UP 801B Metropolitan regions	6
UP 801C Urban renewal	6
UP 802 Urban planning methods	3
	<u>35</u>
<u>Research & Computers</u>	
ED 869 Statistics	4
ED 969B Advanced quantitative methods	4
ED 969C Experimental design in education	4
ED 967 Advanced research methods	4
UP 814 Research in urban planning	
UP 815 Research in urban planning	
UP 899 Research in urban planning	
ED 882 Computer in research	3
ED 882 Computer in research	3

³ Cognates other than urban planning may be accepted. Urban planning is used as a quality example.

It is expected that the candidate will complete a dissertation relating to educational planning.

Model III (Major and cognate as part of core)

The Core (33-45)

The two departments that seem to have valuable educational substance for educational planning are: (1) the Department of Administration and Higher Education and (2) the Department of Urban Planning. The subject matter covered in the major graduate offerings of these two departments is relevant.

Probably a graduate Ph.D. with a specialty in educational planning must be aware of the latest thinking regarding the theory of administration (ED 950); community relations (ED 951); educational finance (ED 952); education law (ED 953); planning facilities (ED 954); and personnel administration (ED 955).

Further, knowledge of specific planning processes (Ed 882) and a planning workshop (Ed 982) in addition to a terminal field experience in educational planning provide a partial "core" of graduate level experiences for the candidate.

Several graduate level courses in the Department of Urban Planning are designed to aid the municipal or educational planner. The 461 series on comprehensive planning and the 801 series relating to urban design, metropolitan regions and urban renewal should be valuable experiences. The theory of the planning process (UP 810A) and urban planning methods (UP 802) are both relevant to the needs of a potential educational planner.

When these two sets of courses are pooled they represent a total of sixty-five term hours from which the candidate and committee members are expected to select no less than 30 and on more than 45 term hours.

The Research Competency

Again two departments offer substantive coursework that may be deemed useful to the educational planner. The two departments, Counseling, Personnel Services and Educational Psychology and Urban Planning offer courses that may be useful in building a research competency. Offerings from the Department of Guidance and Personnel Services include quantitative methods (ED 869), advanced research methods (ED 967), advanced quantitative methods (ed 969B) and experimental design (ED 969B). Urban planning has two courses that seem noteworthy: research methods in urban planning (UP 814-815) and research problems (UP 899). The suggested courses listed above total twenty-four (24) term hours. The candidate should take no less than twelve (12) term hours and no more than sixteen (16) term hours.

Skill Areas (8-12 hours)

At least two departments offer relevant coursework. The Department of Counseling, Personnel Services and Educational Psychology and the Department of Computer Science offer coursework that can contribute to the computer science skill competency. Information theory (CS 411) seems to be a basic course. The Department of Counseling, Personnel Services and Educational Psychology offer three 882 courses that can provide information of value to the educational planner. The three courses are information systems in education (882), the computer in research (882) and the computer in administration (882).

The Dissertation (36 hours)

It is expected that the candidate will complete a dissertation that is directly related to educational planning.

Summary

Model III would include a minimum of 89 term hours and a maximum of 109 term hours of program work. In brief, the scope of the program may be described

as follows:

<u>Core Courses</u> (33-45 term hours)		<u>Hours</u>
ED 950	Theory and Practice	3
ED 951	Community relations	3
ED 952	Finance	3
ED 953	Law	3
ED 954	Planning facilities learning environments	3
ED 955	Personnel administration	3
ED 882	Planning in education	3
ED 982	A planning workshop	3
ED 984	Field experience	3
<u>Cognate</u>		
UP 810	Theory of the planning process	3
UP 461A	Comprehensive planning	4
UP 461B	Comprehensive planning	4
UP 461C	Comprehensive planning	4
UP 801A	Urban design	5
UP 801B	Metropolitan regions	6
UP 801C	Urban renewal and development	6
UP 802	urban planning methods	3
<u>Research</u> (12-16 hours)		
ED 869	Advanced research methods	4
ED 969B	Advanced quantitative methods	4
ED 969C	Experimental design	4
ED 967	Advanced research methods	4
UP 820	Research methods in urban planning	4
UP 899	Research	3-15
<u>Computer Skills</u>		
CS 411	Information theory	
ED 882	Computer in research	
Ed 882	Computer in administration	
<u>Dissertation</u>		36 hours

The candidate is expected to complete a dissertation in the area of planning

APPENDIX 1

Graduate Degrees in Education, University of Toronto, the Ontario Institute for Studies in Education Bulletin, 1975-76

Programs of Specialization

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs under taken on a full-time basis require attendance in the non-credit departmental seminar N1713X at the master's level, or N3713X at the doctoral level.

Master of Education with Specialization in Educational Planning

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

Master of Arts with Specialization in Educational Planning

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and his possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

Doctor of Education with Specialization in Educational Planning

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the level's most appropriate to the student's interests.

Departmental Requirements

In addition to the general requirements stated on pages 23 and 24, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

Program of Study

The Ed.D. program is organized as follows:

- a. The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.
- b. Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.
- c. An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Doctor of Philosophy with Specialization in Educational Planning

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional coursework is normally required.

In addition to the major thesis and other requirements on pages 25 and 26, work for this degree includes:

- a. a major in Educational Planning, consisting of four appropriate half-courses;
- b. a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;
- c. a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute.

In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

NOTE: The Department of Educational Planning is conducting a major review of its graduate instruction programs. For further information regarding possible

program changes, please contact the department.

Courses

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

1700X Theories of Micro-Educational Planning

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.

C. Watson and F. G. Ridge, Regular Session (after hours)

1701 School Systems: Planning Practicum

Description as for 1700X.

C. Watson, B.L. Hansen, and S. Quazi, Regular Session (after hours).

1702X University and Postsecondary systems: Planning Practicum

Description as for 1700X.

C. Watson and S. Quazi, Regular Session (after hours)

1703X Educational Planning: Economics of Human Resources

An analysis of the contribution of investment in human capital to economic growth, with special reference to problems of manpower and educational planning.

M. L. Handa, Regular Session

1704X Quantitative Methodologies of Educational Planning

An introduction to selected techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems in a systematic framework of analysis. Emphasis will be on application and evaluation of the techniques in an educational planning context, and in bridging the communications gap between educa-

tional decision-makers and mathematically trained researchers.

Prerequisite: 1666X or permission of the instructor.

S. Padro, Regular Session (after hours)

1705X Population Studies

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.

B. B. Macleod, Regular Session (not offered in 1975/76)

1706X The Budgetary Process in Educational Planning

This course will concentrate on the links between planning and resource allocation in public education. Recent developments and new concepts in budgeting will be examined, with emphasis on their applicability to planning for expenditures on human resources in general, and on education in particular.

J.W. Holland, Regular Session (after hours)

1707X Educational Systems Models

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.

G. S. Tracz, Regular Session

1708X Educational Planning for Social Development

This course focuses upon linkages between education and the social develop-

ment of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.

J. P. Farrell, Regular Session

1709X The Educational Planning Process in Developing Nations

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.

D. N. Wilson, Regular Session (Class in French on request)

1710X Seminar: Controversial Educational Issues for Planners

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs, such as French instruction.

E.H. Humphreys, Regular Session (after hours; offered as required)

1712X Manpower Aspects of Educational Planning

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutability of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.

Staff, Regular Session

N1713X Seminar in Educational Planning: Master's Level

This is a compulsory non-credit course expected to be taken by every full-time student as part of the academic program during each year of residence within the department. Since the seminar is a departmental activity, faculty members are also expected to attend regularly. The series of seminars includes presentations by visiting speakers, faculty and students. The main object of the course is to provide a regular forum for academic discussion in the department.

Staff, Regular Session

1714X Theory and Principles of Economic Planning Applied to Education

This course will cover the history and philosophy of economic planning; a comparative view of the existing planning trends in different countries; the formal techniques of economic planning, and their applications to education at different levels of decision-making. Education planning problems and processes in Canada will be discussed.

Staff, Regular Session

1715X Methodology for Policy Research

The purpose of this course is to provide students with a frame of reference

for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.

W. E. Alexander, Regular Session

1719X Planning Theories and Issues in College and University Management

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management, institutional-system level relations, and university-government relations.

G. S. Tracz, Regular Session

1721X Social and Economic Influences in Canadian Education

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.

B. B. Macleod, Regular Session (not offered in 1975-76)

1752X Individual Reading and Research in Educational Planning: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available

courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703X Workshop: Topics in Economics of Education

Each year a single theme is chosen, and students are invited to develop a related topic for discussion and analysis in the workshop. Included among past themes have been: Canadian studies in the economics of education; micro-educational planning models; educational planning for disadvantaged groups in Canada; socialist concepts of political economy of education.

Prerequisite: 1703X or equivalent.

M. L. Handa, Regular Session

3704X Seminar: Mathematical Models in Educational Planning

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.

G. S. Tracz, Regular Session

3705X Seminar: Analysis of Fertility

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and

planning studies; and fertility models.

Prerequisite: 1705X or equivalent.

B. B. Macleod (not offered in 1975-76)

3706X Seminar: Analysis of Migration

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X or equivalent.

Staff (not offered in 1975-76)

3707X Seminar: Operations Research for Educational Systems

Topics will include: an introduction to stochastic processes, Markov processes, elementary queuing theory, and Monte Carlo simulation techniques; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions.

Prerequisites: 1704X or equivalent. Mathematics prerequisites to be discussed with the instructor.

S. Padro, Regular Session (alternate years; not offered in 1975-76)

3708X Seminar: Controversial Educational Issues in Development Planning

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.

J. P. Farrell and D. N. Wilson, Regular Session

3710X Seminar: Educational Planning for Social and Economic Structural Change

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competition for a society's resources.

W. E. Alexander, V. K. D'Oyley, and J. W. Holland, Regular Session

N3713X Seminar in Educational Planning: Doctoral Level

Description as for N1713X, but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during his period of resident study.

Staff, Regular Session

3715X Seminar: Advanced Demographic Analysis

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705X or equivalent.

B. B. Macleod (not offered in 1975-76)

3716X Methodologies for Comparing Educational Systems

This course is designed for the prospective or practicing researcher who wishes to use comparative data in his work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data for testing

propositions and developing theory in education.

D. N. Wilson, Regular Session

3721 Tutorial in Planning: Part I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, ect. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on page 89.

Prerequisite: Permission of the instructors.

E. H. Humphreys and staff (offered as required)

3722 Tutorial in Planning: Part II

This tutorial is a complement to 3721. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.

E. H. Humphreys and staff (offered as required)

3752X Seminar: Individual Reading and Research in Educational Planning:
Doctoral Level

Description as for 1752X, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Computer Applications: 1510X, 1525X; Educational Administration: 1017X, 1030X; and Sociology in Education: 3930X.

APPENDIX II

Course Descriptions

Department of Administration and Higher Education

ED 950: Theory and Practice of Administration. Fall, winter, spring, summer, 3 (3-0) Approval of department. Administrative process as exemplified in agencies such as schools, colleges, universities, government agencies, business enterprises, and voluntary organizations. Relation of administrative theory to the practice of administration and to scientific knowledge of human relations in a free society.

ED 951: Community Relations. Winter, spring, summer, 3 (3-0) Approval of department. Communications strategies and problems for administrator of educational institutions. Problem identification and analysis are stressed.

ED 952: Educational Finance. Fall, summer, 3 (3-0) Approval of department. Current issues concerning financing public elementary and secondary education in the United States. Current and historical analysis of patterns of revenue sources and expenditures.

ED 953: Education Law. Spring, summer, 3 (3-0) approval of department. Designed to discover general legal principles and examine laws and lawmaking agencies that affect educators and educational institutions and appropriate means to influence law development.

ED 954: Planning Facility Learning Environments. Winter, summer, 3 (3-0). Approval of department. A multi-discipline approach to the learning environment of the individual through life-long educational experiences. Role of the educator and specialists in facilitating the educational program. Sites, building and equipment.

ED 955: Educational Personnel Administration. Fall, spring, summer, 3 (3-0). Approval of department. Recruitment, selection, orientation, training, salary and fringe benefits, welfare, morale, negotiations, etc., to assist the administrator to function more effectively with personnel.

ED 882: Planning Seminar. The processes and techniques used by the planner. Summer, winter, 3 (3-0).

ED 892: Planning Workshop. Summer, 3 (3-0). Problems and processes of planning.

ED 984: Laboratory and Field Experience in Education. Fall, winter, spring, summer. Variable credit. Approval of department. Supervised advanced graduate practicums, observation, internships, and externships in the various areas of emphasis.

ED 965C: Evaluation of Higher Education. Spring, 3 (3-0), 828E. Ways in which evaluation takes place in higher education: course examinations, grading, comprehensive examinations, teacher evaluation, institutional evaluation, state surveys, and regional and national studies of higher education problems.

Department of Business Law, Insurance and Office Administration

ED 886: Seminar in Insurance Problems. (AFA 886) Spring, 4 (4-0) Analysis of insurance problems affecting the public interest. Special emphasis on problems due to changing economic and social conditions. Insurance regulatory, financial, marketing and social problems are evaluated.

Department of Communications

ED 815: Organizational Communication. Winter, spring, 4 (4-0) Structure and function of communication in organizations, with emphasis on concepts and principles needed for effective management of organizational communication processes.

ED 820: Communication Theory and Process. Fall, summer, 3 (3-0) Theoretic models of communication, with emphasis on the applications of communication theory to various professional communication areas.

ED 828: Cross-Cultural Communication. Winter, spring, summer, 4 (4-0) Role of communication in the economic, social and political development of less developed countries. Problems in communicating across cultural boundaries.

Department of Counseling, Personnel Services and Educational Psychology

ED 859: Quantitative Methods in Educational Research. Fall, winter, spring, summer, 4 (4-0) Approval of department. Application of descriptive statistical techniques to educational data. Introduction to estimation and tests of hypotheses. Interpretation of statistical reports.

ED 969: Quantitative Methods in Educational Research.

B. Advanced Quantitative Methods in Educational Research. Fall, winter, summer, 4 (3-2) 869 or completion of an entry skills test. Principles and techniques in the application of inferential statistics to educational data with emphasis on the analysis of variance and multiple comparison procedures. Overview of regression techniques.

C. Experimental Design in Education. Winter, spring, summer, 4 (3-2) 969B. Theory and practice in the design, analysis, and interpretation of experimental and quasi-experimental research.

ED 967: Advanced Research Methods in Education. Fall, spring, 4 (3-2) 867 and 869, or 969B. Principles and techniques in survey research with limited consideration of content analysis and observational studies. Sampling, instrumentation, data collection, and data analysis.

Department of Computer Science

411: Information Theory. Winter, 3 (3-0) 110 or 120; 322 recommended; STT 351 or 441. Measures of information content and flow. Channel capacity and theoretical limits on information transmission. Applications to coding and computer related studies.

Department of Economics

406: Public Expenditure: Theory and Policy. Fall, spring, 4 (4-0) 201 or 210. Interdepartmental with Public Affairs Management. Expenditure theory, objectives and rationale of government activity in the market system,

efficiency criteria in government decision-making, planning-programming-budgeting systems and cost-benefit analysis.

407: Public Revenues. Winter, 4 (4-0) 201 or 210. Principles theory of the distribution of tax burdens and the incidence of taxation. Income, sales, property, and other major revenue sources.

408: State and Local Finance. Spring, 4 (4-0) juniors. Fiscal problems at the state and local levels of government, including revenues, expenditures, borrowing, and intergovernmental fiscal relations.

Department of Secondary Education

ED 804: Historical and Comparative Foundations of Education

- A. History of American Education. Fall, winter, spring, summer, 3 (3-0). Approval of department. Development of educational thought and practice in the United States. Importance of cultural influences. A critical examination of progress toward educational goals. Implications of historical background for present problems.
- B. Higher Education in the United States. Fall, winter, spring, summer, 3 (3-0). Approval of department. Development of higher education in the United States and its foreign antecedents. Survey of higher education today with attention to purposes, curriculum, organization, financing, and the major issues in these areas. Attention is also given to a world view of higher education with special focus upon the influences of United States higher education in foreign countries.

Department of Labor and Industrial Relations

823: Organizational Behavior in Labor and Industrial Relations. Fall 4 (4-0) Approval of school interdepartmental with the sociology department. Analysis of why organizations, individuals and groups in unions, management and government act as they do in industrial relations situations with emphasis on sociological, psychological and cultural factors.

825: Employee Compensation and Incentives. Spring, 4 (3-0) MGT 810 or approval of school. Theory and practice of payment systems in private and public employment. Compensation and motivation. Job evaluation and performance review Incentive plans, executive compensation, and fringe benefits.

826: Organizational Development. Spring, 4 (4-0). Approval of school. Application of general systems and organizational behavior theories to the problems of organizational change and development in labor and industrial relations, with particular emphasis on the roles of leadership and change agents.

841: Collective Bargaining in Public Employment. Spring, summer, 4 (3-0) EC 305 or approval of school. History and current status of collective bargaining practices and governmental policies in the public sector.

865: Grievance Administration and Arbitration. Winter, spring, 4 (3-0). Approval of school. Grievance procedure and arbitration as the terminal step in the grievance process. Analysis of industrial common law.

Department of Management

806: Organization and Administration. Fall, winter, spring, summer, 4 (4-0). Approval of department. Dynamics of organization, the organization seen as an open system interacting with a rapidly changing environment, as a structure of organized human cooperation, as an instrument of managerial strategy, current theory and research applied to organizational process and design.

810: Personnel Management. Fall, winter, summer, 4 (4-0) 806. Principles and methods of recruiting, selecting, training, evaluating, motivating, and rewarding personnel. Fringe benefits, retirement, absenteeism, and other employee benefit problems.

813: Human Relations in Management. Fall, spring, 4 (4-0). Approval of department. The executive role. Theories and techniques of leadership, communications, conflict management, morale, motivation, authority, power, examined by means of cases, role playing, laboratory exercises, and study of behavioral science research findings.

Department of Political Science

800: Proseminar in Political Theory and Research Methods. Fall, winter, spring, 4 (3-0). May reenroll for a maximum of 12 credits. Approval of department. Issues arising in the pursuit of reliable knowledge about political phenomena, to the major problems in relating theory and empirical research, and to major theoretical ideas in the study of political institutions and behavior.

810: Proseminar in Public Administration. Fall, 4 (3-0). Survey of the important American literature; ideas and schools of thought and practice of this century. Contemporary and emerging problems of responsibility, planning, personnel and organizational methods in American government discussed against the background of the past fifty years' systematic study of public administration.

830: Proseminar: Political Organization and Behavior. Spring, 4 (3-0). Basic literature and concepts relating to political parties, political groups, legislative process, voting behavior, public opinion, and political attitudes.

Department of Sociology

401: Sociology of Education. Winter, summer 4 (4-0) 24. Interdepartmental with education. School as a social institution, school-community relations, social control of education, and structure of school society.

420: Dynamics of Population. Fall, winter 4 (4-0). One 300 level sociology course. General demographic theories, especially those concerning population growth. Population distribution and density, age, sex, and ethnic composition. Emphasis on fertility, mortality, and migration and their influences on population change.

428: Contemporary Communities. Fall, spring 4 (4-0). One 300 level sociology course. An examination of the contemporary community. Emphasis will be placed on associational and institutional organization in communities of varying complexity. Particular attention will be paid to social organizational theory as it applies to the problems of American community life.

431: Comparative Urban Sociology. Spring of even-numbered years, 4 (4-0). 329 or approval of department. Urban demography, ecology, and social organization viewed historically and cross-culturally and emphasizing the contemporary urbanization processes. Theory, techniques, and data of international comparative urban analysis.

Department of Urban Planning

461A: Comprehensive Planning. Fall, 4 (0-8) 363. Collection, analysis and synthesis of planning information for an established urban area and region. Formulation of comprehensive physical development policies and plans and implementation programs.

461B: Comprehensive Planning. Winter, 4 (0-8) 461A. Continuation of 461A.

461C: Comprehensive Planning. Spring, 4 (0-8) 461B, 471. Continuation of 461B.

801: City and Regional Design. Practical application of city and regional planning theory and principles to specific and representative case studies. Work will include field research, design analysis, and presentation of workable recommendations as to appropriate objectives and actions for solutions.

A. Urban Design. Winter, 6 credits. Approval of school. Design projects for functions relating to selected community activities. Commercial, industrial, residential, institutional, and transportation land uses will be utilized for design study in appropriate dimensions.

B. Metropolitan Regions. Spring, 6 credits, 471 and approval of school. Selected problems of metropolitan functions of present and future significance. Intra and interregional relationships of primary functional importance; such as, open spaces, economic development, community patterns, transportation, and associated land uses.

C. Urban Renewal and Development. Spring, 6 credits, 821 or 433 and approval of school. Measurement of urban obsolescence and deterioration with accompanying analysis of symptoms and causes for a selected community. Comprehensive plan for urban renewal and development objectives will be developed and one or more project areas will be studied and processed in accordance with most effective techniques and administrative procedures. Emphasis to be placed on the objective of unified, revitalized community development.

802: Urban Planning Methods. Fall, 4 (4-0). Basic Research and survey methods, and procedures used by the professional planner in developing a comprehensive plan.

810: Planning Theory.

A. Theory of the Planning Process. Winter, 3 (3-0). Approval of school. Influential schools of thought, planning as a decision-making process, methods for defining goals in public and private programs, and the role of planning in formulating public policies.

B. Theories of Urban Forms and Structure. Spring 3 (3-0). Approval of school. Idealized urban forms, theories and models in urban form as it relates to function and location of urban activities.

820: Research Methods. Fall 3 (3-0). 342 or 400 and approval of school. Examination of research methods useful in application to components of urbanization as population, land use, housing, business facilities, industrial

development, traffic, recreation, and critical aspects of community structure.

899: Research. Fall, winter, spring, summer. Variable credit. May reenroll for a maximum of 15 credits. Individual student research on a topic of critical importance to urban planning that will demonstrate student's competence and make a contribution to the knowledge of the field.

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Products of the Long-Range Vocational Education Planning Projects
published by the PROACTION INSTITUTE

Long-Range Vocational Education Planning Project: Final Report

Planning For Vocational Education

A Policy Information System for Vocational Education

Preliminary Long-Range Planning Model

Vocational Education Summary Planning Program

Data Element Dictionary for Vocational Education

A Ph.D. Program in Education Planning

Planning for Vocational Education: A Selected Bibliography

Policy Information System Computer Program

Implementing Long-Range Planning for Vocational Education

PROACTION INSTITUTE is a center for the study of community and educational planning. Proaction means positive action taken in advance of some event. As the antithesis of "reaction", proaction implies the far-sighted mental tenor required of institutions in an era of accelerating, future onrush.

The principal concern of the Institute is the capacity of formal education systems to plan for the future delivery of their services. That capacity requires an improved understanding of how formal educational systems relate to the community at large. The Institute, therefore, focuses on the inter-relationship of educational planning with other community planning systems.

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